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ABSTRACT

This volume consists of the handouts designed to be used along with the English-as-a-second-language (ESL) program that was presented during a one-and-a-half hour presentation entitled "Teaching Listening and Speaking Skills to ESL Adults." Presented first are a brief outline of the content of the presentation and a summary of its evaluation by the workshop participants. The remainder of the volume consists of 22 handouts devoted to the following topics: the ESL adult; questions and answers for the ESL teacher; guidelines for teaching ESL classes; listening and speaking skills; pronunciation, stress, and intonation; teaching English pronunciation; types of student drills; conversation starters for learning from foreign students; audio and speaking activities to develop listening and speaking skills; games and activities for the ESL classroom; nine different ways to teach reading; tips on teaching reading to limited-English speakers; snap reading, using the Cloze procedure to teach reading; teaching writing; ESL communication skills; and ESL teacher training materials. Concluding the guide is the form that was used to evaluate the training session. (MN)

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Teaching Listening And Speaking Skills To English-as-a Second Language (ESL) Adults

310 Project #99-4005
October 1 - December 31, 1983

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ABSTRACT

A one and one-half hour presentation entitled "Teaching Listening and Speaking Skills to English-as-a-Second Lanugage (ESL) Adults" was given at the National Adult Education Conference in Philadelphia, December 3, 1983. Philosophy and theory on language teaching and language acquisition was briefly discussed. The majority of the workshop time was spent on discussion of various methods and techniques utilized to teach listening and speaking skills to ESL adults. The final phase of the workshop allowed participants to review and evaluate sample curriculum materials. In addition, information was disseminated to participants on the teaching of reading and writing skills in the adult ESL classroom. All of the handouts distributed to participants are included in this report. This information will be most useful to anyone interested in highly practical methods/techniques of ESL instruction, which can be implemented immediately in the classroom.

INTRODUCTION

On December 3, 1983 from 10:45 am - 12:15 pm a workshop entitled "Teaching Listening and Speaking Skills to ESL Adults was presented by Donald R. Carl, Jr. of the Lancaster Lebanon I.U. 13 Adult Education program to approximately fifteen participants at the 1983 National Adult Education Conference in Philadelphia, PA. Though the major thrust of the presentation was the dissemination and practice of listening and speaking skills, all of the following objectives were covered:

1. Briefly discuss aspects of language teaching and language acquisition.
2. Discuss the three elements of language and practice their most effective classroom application.
3. Discuss and practice ten "commandments" for teaching aural/oral communication skills.
4. Examine and evaluate sample ESL language/life skills curricula.
5. Receive numerous handouts on teaching listening, speaking, reading, and writing skills with practical application for immediate classroom usage.
6. Evaluate the session.

As stated in Objective 5 and reflected in participant evaluations, the session provided much practical advice for immediate classroom implementation.

Approximately one-half of the time was devoted to discussion and sharing among participants and presenter. In addition to knowledge gained from other attendees in relation to specific problem areas, participants received twenty-one handouts dealing with language theory/acquistion and methods/techniques of teaching all four language skills. Those handouts have been included as Appendices A to T in this report. Finally, time was afforded for hands-on evaluation of ESL language/life skills curricula. These materials are listed in the bibliography, Appendix U.

EVALUATION

Fourteen participants filled out and returned evaluation sheets. A blank form is included on Appendix V. Following is a summation of participant reactions:

I.	REACTION TO THE SESSION	Yes	No	No response
	The content presented was:			
1.	both practicl and theoretical	13	0	1
2.	on targe & relevant to my needs	11	0	3
3.	well organized and structured	13	0	1
4.	too complex	0	9	5
5.	poorly organized	0	9	5
	Structure of the Session:	Adeq.	Inadeq.	No response
6.	Time allocated for formal presentation was	12	1	1
7.	Time allocated for participation in workshop activities by participant was	9	2	3
8.	Time for interaction and sharing among participants was	11	2	1

Sessions Outcomes:	Yes	No	No response
9. I have gained new skills and techniques that I expect to use	12	0	2
10. I benefitted from interaction with the presenters and participants	11	1	2
11. I feel the activities were a waste of my time.	1	11	2

II. GENERAL COMMENTS

12. Values of the session were:
    a. Individualiztion - interaction
    b. Very well organized - good presentation - impressive handouts
    c. The handouts
    d. Confirmation that we are on the right track.
    e. Practical and organized
    f. Very informative and practical
    g. Excellent
    h. I was unfamiliar with teaching ESL to adults. I feel that now I have a good handle on this.
    i. Good handouts - Valuable summary of all I need to know to keep classes varied. PRACTICAL.
13. Concerns I have about the ABE concepts as presented in this session are:
    a. Content was a little too rudimentary.
14. Suggestions for modifications and changes to be made in any future sessions are:
    a. More time allowed - session was interesting and worthwhile - only problem was it could have gone on for another hour.
15. How did the workshop compare with your past ABE in-service experience?
    a. Valuable Experience!
    b. Exceptionally good!
    c. Excellent hand out material.
    d. Reinforced techniques and explained reasons for techniques.
    e. I found many of techniques discussed, I have used in my experience. Many new ones I learned I feel will enhance my work.

Generally speaking, the evaluations were overwhelmingly positive. Many participants felt that more time could have been allotted for the session, although they were highly appreciative of the volumes of handouts received on all four skill areas of ESL instruction.

CONCLUSIONS/RECOMMENDATIONS

As evidenced by the evaluations summarized above, much learning and affirmation took place on the part of the participnts as well as the presenter. In the future, the time for such a session could be increased, expecially that portion related to materials evaluation. Because of the length of presentation and group discussion, this area was cut short. All of the handouts were practical in nature and well received as evidenced by the numerous comments in that regard. They will, therefore, be included in future presentations.

CHARACTERISTICS OF THE ADULT ESL LEARNER

The adult learner in the ESL class may or may not have the characteristics associated with the adult learner in other ABE programs. One thing that is certain is that he will encounter many of the same problems associated with second language learning regardless of what culture he comes from, regardless of what his previous success (or failures) with school may have been, regardless of his socio-economic background, and regardless of any other demographic characteristics you may wish to select.

The common problems that are referred to here are factors related to learning which are not within the framework of the material to be taught or learned, but which still impact on the extent and the effectiveness of the learning which takes place. A listing of some of these factors and a contract of the ways in which they impact on the learning of the native language and on the learning of a second language as an adult follows. This chart was developed as part of the series TEACHING ENGLISH AS A SECOND LANGUAGE, Bureau of Basic Education, State Education Dept., Albany, NY.

Table I: DIFFERENCES BETWEEN FIRST AND SECOND LANGUAGE LEARNING

Category	First Language (child)	Second Language (adult)
1. Time allowed for learning	Almost unlimited; need for language is minimal early in life.	Very limited; need for second language is often immediate.
2. Peer or societal pressure	Minimal; children are allowed to learn over a period of time, by trial and error.	Great; adults must function in society; not "allowed" to make errors.
3. Exposure to language	Constant, daily.	Partial; probably not used with friends and family.
4. Formalized activities	Unnecessary at first; learning comes naturally, without awareness.	Necessary, yet often boring. Language must be *taught*.
5. Responsibility of teacher	Teacher is responsible for only a fraction of the total learning experience.	Teacher responsible for the major part of the learning experience.
6. Structured content of learning experience	Minimal; even language teaching in school is mostly reinforcement of what has already been learned; spontaneity and improvision encouraged.	Sequencing, completeness and practice of language are crucial; take up the major portion of learning time.

7.	Sequencing of skills	Natural progression; one skill added at a time.	All skills needed at once; attempts are sometimes made to teach them concurrently.
8.	Facility for distinguishing and reproducing language sounds.	Apparently unlimited; child easily learns to reproduce any of the sounds he/she hears.	Apparently quite limited; the adult is conditioned to hear only the sounds used in his/her native language; has less facility for reproducing unfamiliar sounds.
9.	Basic process of language learning	Experimentation; invention.	Following models, patterns and rules.
10.	Awareness of language "rules"	Initially, non-existent. "Rules" internalized from the language itself; learner does not have to formulate them or hear them formulated.	Understanding of rules gives reasons for error, guidelines for correcting errors. Can consciously apply rules to new situations.
11.	Motivation	Initially, basic drives urge communication. Later, interests continue to motivate.	Motivation usually stronger. Besides needs and interests, outside pressures (societal, economic) serve to motivate.
12.	Rewards and punishment	Most attempts at language are viewed positively; errors are "cute;" no self consciousness.	Proficiency is expected; errors are criticized; learner is reluctant to experiment because he may make mistakes.
13.	Linguistic interference	No interference from a previously learned language.	New language may differ from native language in sound, syntax, meaning; causes interference in learning.
14.	Life experience	Language learning is limited to the realm of the learner's experiences.	Adult learner has a variety of life experiences to relate to, use new language to talk about.
15.	Analogy and generalization	Child develops these processes as he/she also learns language.	Adult has already developed these processes; can apply them to language learning.
16.	Relationship of language to culture	Language relates the child to a speech community; strengthens cultural identity.	Danger of alienation from native culture; "culture shock."

QUESTIONS AND ANSWERS FOR THE ESL TEACHER

HOW DO WE LEARN A LANGUAGE

1. We learn to hear and produce basic sounds.

2. We learn to master and use automatically the features of arrangement that constitute the structure of the language.

3. We learn vocabulary, words, from the actual experiences we have had in connection with the language. This vocabulary mastery is, therefore, never complete but is limited by our experiences.

WHAT IS "GOOD" ENGLISH?

1. The English we are teaching is that used by the majority of people of the United States in carrying on their affairs.

2. The only "correctness" there can be is the actual usage of educated native speakers.

WHAT IS THE ORAL APPROACH?

1. The materials taught are always developed orally first.

2. A student who does not know the sound of a language finds great difficulty learning to read it. He cannot remember the foreign forms so long as they figure for him as a mere jumble of letters.

SHOULD ESL STUDENTS RECOGNIZE AND PRODUCE ON THE SAME LEVEL?

The mastery of any language is always on two major levels, production and recognition. The range of words that we can recognize and understand exceeds that of the words we actually use in speech and writing. The ability to produce never equals the ability to receive. Production itself will be on two levels The "patterns" are the customary molds into which the productive expression must fit without conscious thought.

1. The first level is, naturally producing these patterns with conscious choice.

2. As more and more practice is given on a pattern it eventually passes to the level of production as an automatic, unconscious habit.

APPENDIX C

TEACHING ENGLISH AS A SECOND LANGUAGE

* * * Guidelines for Teaching ESL Classes * * *

1. Who are your students? Find out all you can about:
   a. Their reasons for coming to class
   b. Their reasons for wanting to learn English (These may not always be the same as "a").
   c. Their abilities in each of the language skills (listening, speaking, reading, and writing)
   d. Their native language backgrounds (These can either facilitate or interfere with learning English).
   e. Their functioning language in their native language (skills)
   f. Cultural differences which could facilitate or hinder their learning a new language in a new culture.
2. What are your capabilities as a teacher? Also, what are the capabilities of the institution through which you work (school, prison, special project, etc.) to meet student needs? Are you able to:
   a. Diagnose learning difficulties
   b. Cope with the entire range of interests, goals and capabilities represented by your students
   c. Refer students to other resources which can provide that which you cannot.
3. How about your goals? How about the goals of your students? Are they:
   a. Short-term, immediate goals
   b. Long-range goals
   c. Mutually understood and accepted
4. How will you manage the teaching/learning situation? Take into consideration:
   a. Physical facilities and classroom arrangement
   b. Restraints of time and space
   c. Availability and use of resources
   d. Grouping or individualization of students to facilitate learning
   e. Your instructional approach
5. How will you carry out the instruction of your class? Choose appropriate methods and techniques, based on:
   a. How you believe language is learned
   b. The nature of your student: Cultural backgrounds, interests, capabilities.
   c. What you, as a teacher, are most comfortable using

6. When choosing techniques, make sure they are:
   a. Appropriate for the purpose for which you're using them, and the stage of learning of the students
   b. Consistent, yet provide variety
   c. Properly prepared and practiced, so they can be used most easily and effectively
7. When using techniques, make sure that:
   a. Your students understand the procedures and can follow them
   b. Any one technique is not overused to the point where it becomes mechanical and boring
   c. When a particular technique does not seem to be effective, you use another one
8. In general, do the following:
   a. Plan your teaching so students continually and consistently progress through various learning stages
   b. Make your classes enjoyable, with a balance of fun and serious learning which will serve as continuous motivation for students to continue
   c. Do your best; but don't be overly discouraged when your students don't learn as much or as fast as you want them to. Unfortunately, you can't learn <u>for</u> them; but you <u>can</u> make the learning process as easy, enjoyable and meaningful as possible for them

All of the above Guidelines were taken from:

<u>Teaching English As A Second Language</u>

The University of the State of New York
State Education Department
Bureau of Basic Continuing Education
Albany, New York
1974
Unit III Workbook pp. 36-38

TEACHING ENGLISH AS A SECOND LANGUAGE
Listening and Speaking Skills

1. SOUND SYSTEM

A. Pronunciation

   1. Vowel Sounds
   2. Consonant Sounds
   3. Work constantly on this, but don't over-emphasize

B. Stress and Intonation

   1. Stress = accent on words/sentences
   2. Intonation = rise and fall of voice in speech units
   3. Work constantly on this, but don't over-emphasize

2. GRAMMAR/STRUCTURE

A. Meat of language learning

B. Structures more important on beginning level than vocabulary - lists of vocabulary for memorization is taboo

C. Stages of language learning

   1. recognition
   2. repetition
   3. variation
   4. selection
   5. free use

D. Ten "Commandments" for teaching oral communication skills

   1. Student involvement
   2. Oral practice before reading

   3. DON'T:

      a. over-pronounce
      b. over-enunciate
      c. speak-slowly
      d. distort intonation or stress.

4. Group repetition to individual repetition
5. Use pictures and realia wherever possible
6. Physical activity
7. Hand signals
8. Correct pronunciation only when it interferes with communication
9. Evaluate frequently
10. Meet the needs of the student.

E. Techniques for teaching oral language

1. Repetition
2. Backward-Buildup
3. Response Drills
4. Chain Drills
5. Substitution Drills
6. Transformation Drills
7. Gramatical Explanations
8. Short Dialogues
9. Picture Cues
10. Flashcard Drills
11. Tapes
12. Directed Discourse
13. Free Response Drills
14. Role Playing
15. Games/Songs

3. VOCABULARY

A. Content words

B. Function words

C. New vocabulary should be introduced within content of known structures and vice versa

D. Beginning student versus intermediate and advanced students

Pronunciation, Stress, Intonation

Here are some rules of thumb to guide your efforts to improve students' discrimination and pronunciation of English sounds, stress, and intonation patterns:

1. Be concerned with discrimination and pronunciation errors to the extent that they interfere with communication.
2. Aim at reasonably good pronunciation which makes oral communication possible. The complete elimination of a "foreign accent" is an almost impossible goal, even if it were a desirable one.
3. Try not to create tension in students by demanding perfect pronunciation, or by constantly interrupting students to correct them.
4. Don't distort English pronunciation in an attempt to make it more easily understood.
5. Try to make activities meaningful. Pronunciation exercises can be done with short, real sentences, rather than with nonsense words or tongue twisters that use the same sound ten times in one sentence.
6. When pronunciation work is done out of context, use the item(s) being worked on in context as soon as possible.

All of the above guidelines were taken from:

Teaching English as a Second Language
The University of the State of New York
State Education Department
Bureau of Basic Continuing Education
Albany, New York 12234
1974 Unit IV, page 30

TEACHING ENGLISH PRONUNCIATION

1. In order to speak English intelligibly, and in order to understand native speakers of English, students need to become acquainted (through practice) with:

   the sound system of English (vowels, consonants, dipthongs, consonants cluster)

   the intonation of English (i.e., the "melody" -- rise and fall of voice -- peculiar to spoken English)

   the rhythm of English (relatively few high, stressed, long syllables preceded and followed by varying numbers of unstressed syllables spoken quickly without emphasis).

2. Most native speakers have mastered all the above features of spoken English before they are five years old. Consequently the American teacher is often unaware that these features exist, or takes them for granted (like breathing. Yet these account for the foreign student's "accent.")

3. Teachers need to provide "models" (example words and sentences) that illustrate the operation of the English system of sounds, intonation and rhythm. Students then need to imitate the models, individually as well as chorally.

4. When imitation fails to produce results, the techer must be able to tell students what to do with the speech apparatus.

5. Phonetic symbols have no "magic" power in and of themselves. But most students need some sort of visual clue to the difference between sounds. English letters do not adequately represent the sounds of English, because one letter often represents many sounds. (Compare the sound of o in "not", "home," "come" "contrary," "consent," "cost," "one.") Moreover, the same sound is often represented by several different letters. (Compare the spelling of the "uh" sound in "come," "sun," "son," "round," "the," "blood.")

6. Whatever system of symbols the teacher chooses (International Phonetic Alphabet, numbers, discritical marks) each symbol should give the students a visual clue to one (and always the same) sound.

7. In addition to providing models and guiding students in the use of the speech apparatus, teachers need to engage students in copious practice exercises that require students to <u>say</u> words, phrases and sentences correctly, again and again. Object: to form habits of speech that correspond to the <u>habits</u> of those who speak the language natively.

8. As in other aspects of language-learning, the learning of pronunciation requires a great deal of repetition and drill. (Time spent in drill need not be as dull as the old-fashioned term might suggest.) This is because speaking -- like typewriting and swimming -- is very largely a matter of muscular habits. The tongue and lips must respond instantly, producing the sound or sequence of sounds which, in English, symbolize the idea which the mind wishes to express. In this respect, speaking is like driving an automobile. Only by performing the same set of mind-muscle coordinations can a motorist learn to stop as soon as he sees a red light. The good teacher knows how to combine this muscle-practice with interesting subject-matter, so that the students feel they are saying things practical and worthwhile.

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TEACHING INTONATION, STRESS AND RHYTHM

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Lancaster-Lebanon Intermediate Unit 13
Dr. L. Lloyd Ruoss, Executive Director

TEACHING INTONATION, STRESS, AND RHYTHM

1. Beginning with the first day of English instruction, students need practice on intonation, stress, and rhythm. They cannot, of course, learn all about these matters at once, but they should be guided at least to notice and imitate the teacher's (or model's) pattern.

   The statements below admittedly oversimplify the subject of intonation, stress and rhythm. There is a great deal more to the subject than can be stated here. But teachers who cannot go more thoroughly into the subject will find that attention to these few points will aid students considerably.

2. First, students should learn that, in an English statement, the voice starts on the speaker's middle tone, rises on the last stressed syllable, then falls to the speaker's lowest tone.

   Example: This is a pencil.

3. Second, they should learn that this same intonation pattern is also characteristic of "informational" or "Wh--" questions.

   Example: Where is your notebook?

   A native speaker does not normally "raise his voice" at the end of a question calling for information (i.e., more than a mere Yes or No). Falling intonation is normally used for questions beginning with Who, What, Where, When, Why, and How. Thus, when we want to know the time we ask:

   What time is it? not What time is it?

   Notice what happens when the "last stressed syllable" is a word of one syllable.

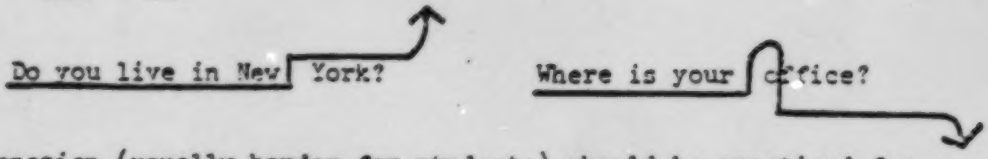
   This is my pen. Where is your book?

   The voice rises on the first part of the word, then falls to the speaker's lowest tone before the word is finished. This is represented by a slanting line in the diagram. Compare:

   This is my pencil. Where is your notebook?

   Show me your book. Where is your pen?

4. Rising intonation is used by many native speakers in asking questions that expect the answer Yes or No.



But falling intonation (usually harder for students) should be practiced for statements and "Wh--" questions.

5. In addition to calling students' attention to these basic facts, the teacher should continually check on students' use of the patterns. When a student has failed to bring his voice down on a statement or "Wh--" question, the teacher should say the sentence again with falling intonation and call for individual and group imitation. Later, it should be enough just to say "Your words were right. Now say the sentence again, with falling intonation."

6. In addition to learning the basic intonation curves, students also need to learn which words in a sentence are normally stressed--or, more important, which words are normally not stressed. Usually there is no stress on "function words" (articles, prepositions, conjunctions, auxiliaries, pronouns). "Empty" verbs like the forms of be and have, and also many other verbs in certain types of sentences, have little or no stress. Many adverbs and many adjectives have little or no stress. The last noun in the sentence (unless it is part of a time phrase, for example) usually is stressed.

Examples: This is a book. We are at school now.

I have some news for you. Please tell me your name.

7. One of the main things a student has to learn is to leave the stress off function words unless he has some special reason for stressing them. For example, we say:

I am from Boston. not I am from Boston. (Unless we are insisting or contradicting someone)

8. Students must also learn, however, that we do stress (say more loudly, and usually in our higher tone) any word which we want the listener to notice particularly. Compare:

I'd like a sandwich now. (Listener, notice: not some other kind of food)

I'd like a sandwich now. (Listener, notice: not later, but now.)

I'd like a sandwich now. (Listener, notice: I'm speaking only of my own wishe

(That is why the student must learn not to stress a function word unless he has a real reason for wanting the listener to notice it.)

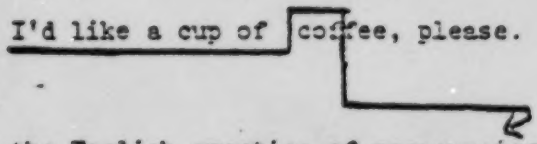
9. There are relatively few stressed words in an English sentence, for reasons implied above. Students have to learn to take the strong stresses off most of the words in a sentence like the following:

I'd like a little sugar in it, please.

10. Like intonation and stress patterns, the rhythm of English differs from that of most other languages. Many languages are staccato in comparison with English. Such a language sounds like rain drops on a roof, or like soldiers marching. Almost all syllables in a sentence are pronounced with almost equal stress and loudness. But the rhythm of English is more likely that of waves in an ocean. There are few high crests, with many long stretches of quiet water between.

Compare:

(Some languages)
I'd like a cup of coffee, please.

(English) 
I'd like a cup of coffee, please.

This rhythmic effect results largely from the English practice of pronouncing function words (and other relatively unimportant parts of the sentence) quickly, softly, usually on middle or lower tone, and often with reduced vowels (number 1 or number 3). Many of these unstressed or reduced words may follow each other in rapid succession. The few stressed syllables thus sound loud, long, and high.

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Handout Series
Teacher-Training
Structure No. 3

APPENDIX H

TYPES OF STRUCTURAL DRILLS

A. Listening

1. Listening, without response

2. Listening, with non-verbal response

   a. obeying commands
   b. with pantominme reaction
   c. marking pictures that correspond to what is heard

B. Repetition

1. Repetition, choral

   T: This is a pen.
   Class: This is a pen. (also with sub-groups, rows, etc.)

2. Repetition, individual

   T: I haven't learned English yet.
   S: I haven't learned English yet. (going from student to student)

C. Substitution

1. Substitution, simple single-slot

   T: I want that dog.
   S: I want that dog. } introduction

   T: cat
   S: I want that cat.

   T: rat
   S: I want that rat. (also with objects, pictures, or flash cards as cues)

2. Substitution, change-forcing single slot

   T: We eat lunch with our teacher.
   S: We eat lunch with our teacher. } introduction

   T: He
   S: He eats lunch with his teacher.

   T: She
   S: She eats lunch with her teacher.

F233A

3. Substitution, simple multiple slot

T: Mother cooks beans on Saturday.
S: Mother cooks beans on Saturday. } introduction

T: cabbage
S: Mother cooks cabbage on Saturday.

T: eats
S: Mother eats cabbage on Saturday.

4. Substitution, change-forcing multiple slot

T: They come every day.
S: They come every day. } introduction

T: he
S: He comes every day.

T: yesterday
S: He came yesterday.

5. Substitution, multiple item

T: Al bought a shirt yesterday.
S: Al bought a shirt yesterday. } introduction

T: wore, hat
S: Al wore a hat yesterday.

6. Substitution, transformed item

T: He saw a coat yesterday.
S: He saw a coat yesterday. } introduction

T: bought
S: He bought a coat yesterday.

D. Response

1. Patterned Response, simple

T: I'm hungry.
S: So am I.

T: I'm tired.
S: So am I.

2. Patterned Response, with substituted item

T: I feel depressed.
S: This kind of weather makes everyone feel depressed.

T: I feel tired.
S: This kind of weather makes everyone feel tired.

3. Question Answering (see C for various types)

4. Expansion, cumulative adding

T: The cat is here.
S_1: The black cat is here
S_2: The big black cat is here.
S_3: The big black cat that belongs to John is here.

5. Replacement, with expanded item

T: They're fighting.
S: The dog and the cat are fighting.

T: He's laughing.
S: The vampire is laughing.

6. Replacement, with reduced item

T: Mr. and Mrs. Jones are in love.
S: They're in love.

7. Combination

(adding only a coordinator)

T: Zoe has a pencil. Al has a pen.
S: Zoe has a pencil and Al has a pen.

(with a combined item to fill a sentence sector, often change-forcing)

T: Zoe has a pen. Al has a pen.
S: Zoe and Al have pens.

(using a substitute)

T: Zoe has a pen. Al has a pen.
S: Zoe has a pen and Al does, too.

(to achieve more complex sentences)

T: The rain stopped. We all went out.
S: We all went out when the rain stopped.

F. Completion

(without cue, but set type of filler)

T: I came here _____.
S: I came here last night.

T: I eat here _____.
S: I eat here every night.

T: I ate here _____.
S: I ate here last night.

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E. Transformation

1. Simple transformation
(to negative)

T: I can swim.
S: I can't swim.

T: I can play tennis.
S: I can't play tennis.

(to negative, with change of element)

T: Al likes ice cream.
S: Zoe doesn't like ice cream.

T: Al likes horse meat.
S: Zoe doesn't like horse meat.

(singular to plural)

T: This is John's book.
S: These are John's books.

(active voice to passive voice)

T: Paul wrote the "Epistle to the Romans."
S: The "Epistle to the Romans" was written by Paul.

(to contracted form)

T: Mary cannot swim.
S: Mary can't swim.

(change in word order)

T: He flew to Rome after graducting.
S: After graducting, he flew to Rome.

(to questions)

T: He flew to Rome.
S: Did he fly to Rome?

(also, to different tense, to corresponding pronoun, and others)

2. Expansion, with tag question

T: Joe is the best in the class.
S: Joe is the best in the class, isn't he?

3. Expansion, single inserted item

T: I am careful.
S: I am always careful.

T: I am happy.
S: I am always happy.

T: Where do I live?
S: You live in New York.

T: Class, where do I live?
C: You live in New York.

6. Paired sentence questioning

T: Mary likes to eat pancakes. How about you?
S: I do, too.
(I like to eat pancakes, too.)
(I like to eat crêpes.)

7. Conversation drill

T: The students are busy.
S_1: Are the students busy?
S_2: Yes, they are.

8. Question forcing a new structure in answer

T: Why is John so rich?
S: Because he doesn't spend his money.

T: Why is Zoe so dirty?
S: Because she doesn't wash.

9. Indirect questioning

T: Ask Mr. Kim what he ate last night.
S: Mr. Kim, what did you eat last night?
Mr. K.: I ate kimchi.

(indirect command)

T: Tell him to wait for you.
S: Wait for me, please.

10. Relayed questioning

T: What is Mr. Kim's age?
S: I don't know.

T: Ask him.
S: Mr. Kim, what is your age?
Mr. K.: I'm twenty.
S: He's twenty. (or: He says that he's twenty.)

11. Answer-cued question drill

T: Elmer has waited for her since five. (introduction)
T: since five
S: How long has Elmer waited?

T: Elmer
S: Who has waited for her since five?

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(with cue)

T: The room is _____. (size)
S: The room is small.

T: The building is _____. (height)
S: The building is high.

(given alternatives)

(on the board: on the corner, to the movies, a candy store)

T: There's a house.
S: There's a house on the corner.

T: He owns
S: He owns a candy store.

(free choice)

T: If my friend and I were in Rome now, we would visit St. Peter's.
(or just: We would visit St. Peter's)

G. Question Answering

1. Alternative answer questioning

T: Is he fooling or is he drowning?
S: He's drowning.

2. Patterned answer questioning

T: How old are you?
S_1: I'm twenty.

T: How old are you?
S_2: I'm twenty-one.

3. Chain drill

T: How old are you?
S_1: I'm twenty. How old are you, S_2?
S_2: I'm twenty-one. How old are you, S_3?

4. Question with answer cue

T: Where did you go? (home)
S: I went home.

5. Paradigm practicing questioning

T: Where do you live?
S: I live in New York.

T: Class, where does he/she live?
C: He/she lives in New York.

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12. Question with free response

T: What do you plan to do after class?

H. Rejoinder

T: My friend John lost his wallet last night. (sympathy)
S: Oh, what a sname.

T: It snowed last night. (surprise)
S: Did it really?

I. Arranging Given Elements

T: apples, gave, he, me some.
S: He gave me some apples.

(also phrases)

J. Incorporating

T: Students/wait/bus/yesterday.
S: The students waited for the bus yesterday.

(or variations such as: Students were waiting for the bus yesterday.)

(also phrases)

K. Translation

L. Dialogues

Short, for memorization and possible substitution for insertions and development (streach).

Long, for approximation and guided conversation.

M. Language games

N. Guided composition or conversation

Retelling stories, perhaps changing characters or setting

Description of activities

Story-telling from pictures (one single or a series)

Making different endings to stories

Goal: speech or writing composed to communicate as the situation demands.

Notes: The names for the different types of drills have not yet become completely standardized: Lado, Finocchiaro, and Bowen may each have a slightly different name for the same type of drill and for this list the

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name that seemed most descriptive was used. The order is roughly from the most mechanical types of drills to those giving the greatest possibilities for meaningful use, but because of considerations of logical grouping and because some drills can be used mechanically or with considerable freedom for meaningful response, precise grading hasn't been possible.

This list has borrowed from many sources, particularly Robert Lado's Language Teaching, Mary Finocchiaro's English as a Second Language: From Theory to Practice, Fe Dacanay's Techniques and Procedures in Second Language Teaching, and Donald Bowen's Appendix, "Pedagogy" in The Grammatical Structures of English and Spanish.

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CONVERSATION STARTERS

FOR LEARNING FROM FOREIGN STUDENTS

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CONVERSATION STARTERS

For Learning From Foreign Students

FOOD:

1. How many meals a day do people usually eat in your country?
2. What would you eat and drink at each of these meals?
3. What time is the main meal eaten in your country?
4. What dishes and silverware are used at a main meal?
5. If you were working, where would you eat your lunch?
6. Where do you get most of your food?
7. What would you say is the favorite vegetable, meat, fish, dessert?
8. What food would you serve a favorite guest?
9. Are meats, fruits, and vegetables preserved? How?
10. How often does the woman of the house go shopping for food?
11. Are fat women or thin women preferred? Are women careful of their diets?
12. Do you like American food?
13. What things do you like?
14. What don't you like?
15. Are convenience foods (foods that can be prepared quickly) important in your country?
16. What food do you have that compares with our hamburgers (comparably typical)?
17. Is meat an important part of your diet?
18. Does the family eat together most of the time?
19. Is your country famous for a special crop?
20. Please explain how to make one of your favorite meals.

SHELTER:

1. Please describe what a typical home looks like in your country?
2. Are there more homes or apartments?
3. How many rooms does the average apartment or home have?
4. What is generally the largest room in the house?
5. What furniture is inside a typical house in your country?
6. Are any homes air-conditioned?
7. Are the walls painted or is wall paper used?

CLOTHING:

1. What do young children wear to school in your country?
2. What do doctors wear in the hospital in your country?
3. What kind of clothes do men and women wear to work?
4. What kind of clothes do men and women wear to a party?
5. Do adults and children dress differently?
6. Is there special clothing to sleep in?
7. Is there special clothing to eat in? For other occasions?
8. Do fashions change frequently?

TRANSPORTATION:

1. Do many people walk to work or school or do they use bicycles or other forms of transportation?
2. How do you get to work or school?
3. Do many people own automobiles?
4. Are there subways in the cities?
5. How much money does a taxi cab driver charge in your country? What are the tipping customs?
6. Is there a regular time schedule for public transportation?

7. In your country, what do people use most for transportation?

8. Do people travel a lot from one town to another? One foreign country to teach?

9. Is it customary for a family to take a vacation?

10. Where do they usually go and how do they get there?

11. Do women travel alone?

12. Where are the largest airports in your country?

MAN AND ANIMALS:

1. Do children keep a dog or cat as pets in their homes?

2. What is the most common kind of pet in your country?

3. Would you see an aquarium in some homes?

4. Are there pet shops in your country?

5. What is done for sick animals?

6. Are pets taken to the animal hospital for care?

7. Are there any wild animals in your country?

8. What animals are useful?

SOCIAL STRUCTURE:

1. What is the size of an average family?

2. Do the grandparents live in the same house?

3. What are the responsibilities of each member of the family?

4. Do married women work?

5. Who takes care of the children?

6. Is it customary for the family to gather round the dinner table and talk?

7. How does the average family spend the holidays?

8. Do the children often fight among themselves?

SOCIAL STRUCTURE: (cont)

9. Do parents argue in front of their children?
10. How do people in your country feel about divorce?
11. On what grounds would a divorce be possible by law?
12. What is the acceptable way of meeting someone to marry?
13. When does a child leave his home to be on his own in your country?

CHILDREN:

1. How do parents decide on a name for their baby?
2. Do children have a certain share in work at home?
3. Do children start school at an early age?
4. Do children learn much about other countries?
5. Do children pay tuition at school or are your schools free to all?
6. Do boys and girls have the same education? Do they go to the same school?
7. How many days a week do children in your country go to school? How many hours per day?
8. Where do children play?
9. Do children in your country have a favorite game they like to play?
10. How are children expected to behave with adults?
11. Are parents strict in disciplining their children?
12. Who punishes the child?
14. Are children punished in school? How?
15. What influence does TV have on the average child?
16. Please tell me a favorite story children know?
17. What songs did you learn at an early age?

SOCIAL GROUPS:

1. Do people of different social groups live in different neighborhoods?

SOCIAL GROUPS: (cont)

2. How are these neighborhoods different?
3. How is prejudice against minority groups shown in your country?
4. How strong are class distinctions?
5. Do people speak different languages in different parts of your country?
6. Do people belong to organizations?
7. What types of organizations are the most popular?
8. Are women employed on a par with men in your country?
9. Do women often visit local beauty salons?
10. Do children wear uniforms in your schools?
11. What is the most common religion in your country?
12. Do people discuss religion a great deal?
13. Is Sunday a legal holiday in your country?
14. What special holidays do you celebrate in your country?
15. How do people celebrate them?
16. What is the biggest holiday in your country?
17. Describe a marriage ceremony in your country. Describe a funeral.
18. If a husband dies, does he will his property to his wife and vice versa?
19. In America we put our dead in beautifully kept cemetaries. Is this a similar custom in your country?

COMMUNITY UNITS:

1. Do most of the people in your country live in cities, small towns, or on farms?
2. Are there suburban areas surrounding cities in your country? Do poor people live there?
3. Do you have many farms in your country?
4. Do you have many factories in the cities?
5. What products are produced?
6. Is there a great difference in the living standards of rural and urban people?

LEISURE TIME ACTIVITIES:

1. What is the most popular sport in your country?
2. What sports do you like?
3. In America many people enjoy the beach in summer and skiing in winter, what are the favorite sports in your country?
4. Do people go camping in your country? Does your country provide special facilities for campers?
5. Are there any summer camps that provide many games and sports for children?
6. Do many people in your country have radio and TV?
7. Do you watch TV?
8. Do children watch TV frequently?
9. What kinds of TV shows are most popular?
10. Do people go to the movies often?
11. Do they like American films? Which ones?
12. Do you go to the movies?
13. What type of movies do you like?
14. Who are your favorite actors or actresses?
15. What movies have you seen in your country?
16. What kind of music do you listen to?
17. Do you like American music?
18. Do you have a radio?
19. Do you have a record player?
20. Do most cities have libraries? Are they free?
21. What kind of books do you read?
22. Are there special community centers that provide sports activities?
23. Are there volunteer activities available? What are some common forms of charity?
24. What do university students do in their leisure time?
25. How do the average adults spend their weekends?

LEISURE TIME ACTIVITIES: (cont)

26. Does the family share activities outside the home? What are these activities?

27. How does the family spend its time after work and school?

28. Are there many museums open for the public?

29. Do many cinemas have special children's movies that are shown during the day?

LANGUAGE FORMULAS AND GESTURES:

1. How would you introduce me to your family?

2. Would I be expected to shake hands?

3. What would be the polite way for me to leave after a social evening in your home?

4. Would I be expected to bring a gift?

5. What do people say and do after they are introduced?

6. What do you say to another person when you see him in the morning?

7. Is written language and spoken language the same?

TEACHING ENGLISH AS A SECOND LANGUAGE

Listening and Speaking Skills

AUDIO ACTIVITIES

Among the experiences and activities which will enhance the students' listening ability are:

1. Listening to you as you:
   a. present sounds, sound sequences, intonation patterns, and utterances with contrasting stress and pauses;
   b. give directions related to classroom routine (e.g. taking attendance, assigning homework or other projects);
   c. give model sentences based on some grammatical or lexical feature of language;
   d. give cues or ask questions to stimulate appropriate response in pattern practice activities;
   e. tell a story;
   f. read a passage, poem, or playlet orally;
   g. model a dialogue;
   h. tell about an incident that happened to you or someone else;
   i. establish the situation for a dialogue, film, radio broadcast, etc.;
   j. give a dictation;
   k. give a listening comprehension exercise;
   l. give a lecture on some aspect of culture;
   m. prepare them for writing a composition;
   n. greet visitors and engage them in conversation;
   o. give directions for tests;
   p. engage in directed practice activities.

Audio Activities

2. Listening to other pupils give directions, ask questions, give summaries, recount incidents (e.g. what they saw or what happened on their way to school).
3. Engaging in a dialogue dramatization.
4. Listening to outside speakers or to other school personnel.
5. Listening to the same phonograph records of language lessons, songs, plays, poems, speeches, many times.
6. Listening to tape recordings of pronunciation, structure, or vocabulary drills, dictations, comprehension exercises, poems, speeches, songs, lecture or plays often enough so they can anticipate or supply what they are about to hear.
7. Listening to sound films several times -- those especially prepared for language learners or short clips of longer, general ones--and selected radio and television programs.
8. Engaging in telephone conversations.
9. Interviewing people.
10. Attending lectures, conferences, and foreign language club meetings.
11. Participating in discussion groups and panel discussions.
12. Going to the movies and to the theater.
13. Playing language games.
14. Participating in a spontaneous, unprepared role-playing activity in which they are forced to listen attentively in order to make an appropriate response to a statement or questions spoken by their partner.

All of the above activities were taken from:

The Foreign Language Learner: A Guide for Teachers
Mary Finocchiaro and Michael Bonomo
Regents Publishing Company, New York
1973
pp. 108-109

TEACHING ENGLISH AS A SECOND LANGUAGE

Listening and Speaking Skills

SPEAKING ACTIVITIES

In addition to engaging in pattern practice drills, students may be asked to:

1. Respond to directions given by you or by another pupil.
2. Formulate directions for other pupils.
3. Prepare "original" sentences based on language patterns or vocabulary being learned.
4. Answer questions based on any class or out-of-class experience.
5. Frame questions to ask you or other pupils, based on reading or on a shared experience.
6. Tell what appears in a picture or on a chart.
7. Tell a favorite tale or experience in their own words. If necessary, key words may be suggested by you.
8. Give a report on a prepared topic and be prepared to answer questions on it.
9. Summarize a paragraph, an article, or a book.
10. Set up stores, a library, a post office, and other appropriate community resources and simulate realistic conversations for each.
11. Play language games.
12. Conduct a discussion, a forum, or some other oral group activity based on research.
13. Make tape recordings or records.
14. Engage in telephone conversations and role-playing activities.
15. Read a book in the native language and give a report on it in the foreign language.
16. Dramatize a dialogue, a situation, or a play.

All of the above activities were taken from:

The Foreign Language Learner: A Guide for Teachers
Mary Finacchiaro and Michael Bonomo
Regents Publishing Company, New York
1973
p. 111

APPENDIX L was deleted due to copyright restrictions

LOOK WHO'S TALKING!

A practicum in the development of successful conversation groups in intermediate and advanced E. S. L.

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APPENDIX M
Handout Series
Instructional Tips and Ideas
Structure No. 6
Games for the ESOL Classroom

GAMES AND ACTIVITIES FOR THE ESOL CLASSROOM

by

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The project presented herein is being disseminated pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Lancaster-Lebanon Intermediate Unit 13
Dr. L. Lloyd Ruoss, Executive Director

GAMES AND ACTIVITIES FOR THE ESOL CLASSROOM

Structure-oriented games and activities

1. Find the Owner. To practice possession.
   Patterns: Is it his/her _____?
   Materials: picture cards of people and known vocabulary.

   A man, woman, boy, and girl are arranged on a chart with a pocket beneath them in which may be placed objects that "belong" to them. One student hides his eyes as the teacher shows the others to whom the object belongs. The child opens his eyes and asks, "Is it his/her dog?" The others respond, "No, it isn't" and eventually, "Yes, it is." The teacher then places the object in the pocket of the owner and another child hides his eyes.

2. You are the Teacher. To practice asking questions.
   Patterns: What is this? What color is the shirt? etc.
   Materials: pointer, pictures or objects.

   After the class has answered the teacher's questions about objects or pictures, ask the children if they would like to be the teacher. Give a child the pointer, present him as Mr./Ms._____. Let him ask the questions and have the class answer. Result: a repeat of the original drill with increased interest because the children are asking the questions.

3. Whose is this? To practice possession.
   Patterns: Whose _____ is this?
   That _____ is mine.
   Materials: 2 identical sets of simple object picture cards.

   Caller holds one set of picture cards face down. The other set is distributed equally among the remaining children who hold them as a hand of cards. The caller picks the top card and asks, "Whose _____ is this?" The person holding the same card in his hand responds, "That _____ is mine." He then takes the card and places the pair of cards face-up on his desk. The first person to get all his pairs is the winner and may be the caller for the next round.

4. What's in the Bag? To practice questions and short responses.
   Patterns: Is there a _____ in the bag? Yes, there is.
   No, there isn't.
   Materials: Familiar objects, a paper bag.

   Show the children a number of familiar objects. Have a child put one in the bag without the others seeing. He asks: "What's in the bag?" The others take turns guessing: Is there a _____ in the bag? It responds, "No, there isn't," and eventually, "Yes, there is." When a child guesses correctly, he becomes "it".

5. The Blue Star. To practice questions, short responses, and colors.
   Patterns: Is your star blue? Yes, it is. No, it isn't.
   Materials: cards, each one containing a different colored star.

A child is chosen to be it. He distributes a card to each child who holds it face down. He then thinks of a color and asks each child, "Is your star blue?" Each one answers "Yes, it is", or "No, it isn't." The child who has the blue star may be "it"; he redistributes the cards and starts again.

6. The Matching Game. To practice the singular and plural.
Patterns: It's a car. They are cars. I don't need it.
Materials: two decks of identical cards containing singular objects.

The teacher distributes one deck so that each child has the same amount and keeps the other deck in her hand. Children place their cards on the table face-up. The first child picks up the top card of the deck which the teacher is holding. If he doesn't have the same picture in front of him, he says, "It's a car. I don't need it," and places it on the bottom of the pile. If he has the same card in front of him, he says, "It's a car." He then places it on top of the matching card and says, "They are cars." There can be a spider or witch which causes a child to lose his turn. When a child has all his pairs, he is the winner.

7. Calendar Game. To practice the present continuous.
Patterns: He is jumping. She is _____ing.
Materials: action pictures pasted to a poster board in the form of a calendar. A large button.

Place the "calendar" on the floor. Let each child toss the button, then identify the picture it lands on: "He is _____ing." The teacher might specify that if the button falls on a certain picture, that child is the winner.

Variation: Paste pictures of vocabulary words to a poster board. Have the children drop a button and identify: "That is a green _____."

Variation: Paste pictures on an actual calendar. Have children drop button and identify the day on which the action took or will take place: "The boy went to the store on Monday." Or: "They will go to the beach on Friday."

8. The Kangaroo. To practice the present continuous.
Patterns: The dog is swimming.
Materials: Make a large kangaroo from heavy cardboard (the Durham Center will supply materials and equipment); make many small kangaroos. Paste action pictures to the small kangaroos.

Each child picks up a small kangaroo. After he identifies the action, he may put the baby kangaroo in the pouch of the large one.

Variations: See No. 7 above.

9. The Witch. To practice the present continuous or the past tense.
Patterns: He is hopping. Or: I went to the movies last night.
Materials: Paste action pictures on oak tag cards. Make one card with a picture of a witch.

Arrange chairs in a circle with one less chair than players. Have a leader distribute one card, face down, to each child. The leader asks each child: "What is the boy doing?" or "What did you do last night?" The child replies by identifying the action on his card. When the child with the witch is called on, he replies, "The witch is coming" or "I saw the witch." All players must then change chairs, with "it" trying to get a chair also. The child who has no chair is eliminated for one turn.

Variations: May be used for vocabulary items: "I have an old blue hat."

10. The Criminal. To practice questions, short responses.
Patterns: Does he have blue socks? Yes, he does, No, he doesn't.

One child leaves the room while the others decide on a criminal. When the child returns, he asks yes-no questions about the criminal: "Does he have blue socks?" As soon as he can, he identifies the criminal and picks the next child to be "it".

11. Clapping Game. To practice one question or short response.
Patterns: I am __name__. Who are you?
Or: __Name__ broke the glass. No, I didn't. _____ did.

Seat the children in a circle and have them begin a four-beat rhythmic clapping, twice on their legs and twice in the air. The first person says in rhythm, "I am __name__. Who are you?" and points to another child. The next child must reply in rhythm or both must stand up, run around the circle, and sit in their own chair. The slower one is eliminated for a turn.

12. Chain reaction. To practice one question or statement.
Patterns: He's brushing his teeth. Or: Who is the boy with the blue jacket?
Materials: action picture.

The children are seated in a circle. The leader shows a picture to the first child and describes it: "He's brushing his teeth." The second child replies, "What?" and the leader repeats his statement. The second child then shows the card to the third child and describes it, to which the child replies, "What?", whereupon the second child passes the picture back to the leader and also asks "What?" The leader replies; the answer is passed on, and the game continues around the circle.

13. Memory Game. To practice one verb structure many times.
Patterns: I like yellow jello with __cream__.
Or: I bought some coffee.

Seat the children in a circle. The leader starts the game by saying one of the above patterns. Each child must repeat the original statement, adding something of his own, but remembering the other additions in order.

14. Lost Child. To practice the third person singular, colors, and clothing.
Patterns: He has yellow pants and a red shirt.

Stand the children in a circle. The leader describes the lost child, using the patterns above. When the child who is being described realizes that he is the lost child, he and the leader each run around the circle. The first to return to his place is the next leader.

15. Find the Food. To practice questions and answers with some and any.
Patterns: Do you have some _____?
No, I don't have any _____. Yes, I do.
Materials: empty containers of uncountable foods (milk, coffee, juice, etc.)

Give one food container to each child. One child goes into the corner while the others change items, then hide them behind their backs. The child in the corner returns and tries to find any item by asking, "Do you have some _____?" The child answers either, "No, I don't have any _____. I have some _____." Or "Yes, I do." When he has found one or two items, "it" may pick a new "it".

16. What's Missing? To practice statements with doesn't.
Patterns: Name doesn't have her shoe.

Seat the children in a circle. One child goes into the corner while another takes off a sweater, shoe, sock, earring, etc. The child in the corner returns and tries to discover what's missing by saying: "Name doesn't have his belt..." If he is correct, he may pick a new child to be "it".

17. Who Has the Cat? To practice questions and short answers.
Patterns: Do you have the cat? No, I don't. Yes, I do.
Materials: Three pictures of vocabulary items or the names of three cities.

Seat 3 children in front of the class. Give each one one picture, face down. Then ask the class: "Who has the blue cat?" or "Who lives in Miami?" They may guess: "Do you have the _____?" The child replies: "Yes, I do" or "No, I don't." Whoever guesses correctly replaces the panel member who had the card.

18. Do You Have Enough? To practice enough.
Patterns: Let me see the dark blue socks.
They are $3.95. I don't have enough money for the socks.
Materials: make 6-7 colored paper socks. Attach a price to each pair with a paper clip. Make one pair = $0.50, the rest more. One cardboard $0.50 piece for each child.

Give each child a fifty-cent piece. Choose a shopkeeper. Let children try to find the fifty-cent socks by repeating the patterns above. If the socks are more than $0.50, he must say: "I don't have enough money for the socks." Whoever finds the fifty-cent socks may become the next shopkeeper.

19. Who Has the Hat? To practice the third person singular of have.
Patterns: Who has the hat? John has the hat.
Materials: a hat.

Have the children close their eyes. The teacher places the hat on a child's head, then says "OK". He then says: "Who has the hat?" The first to see the hat answers: "Name has the hat." He is the next to place the hat.

Vocabulary Games and Activities

1. Fish.
Materials: cut out oak tag fish and paste pictures of the vocabulary to be practiced to the fish; attach a paper clip to each fish. Tie a large magnet to a string.

Place a large blue paper on the floor and scatter the fish in the "water". Let each child "fish" with the magnet, then identify the picture: "This is a __object__ " or "This is a color object." The child with the most fish wins.

2. Simon Says. To practice following a variety of instructions, commands.
Patterns: Simon Says open the door.

Instruct students to do only what Simon says. Give commands: "Touch your nose" or "Simon says clap your hands". If a child responds incorrectly or does the action without hearing the words, "Simon says", he sits down.

With very young or beginning students, give only the command to be followed without the distraction of "Simon says".

3. Concentration. To practice vocabulary, short responses.
Materials: picture cards of familiar vocabulary.

Place the picture cards on the blackboard ledge. After the children have seen them, turn the cards over. Split the class into teams. Have the children guess which card is which individually. After he says "That is a green ball", turn the card over and have the class respond, "Yes, it is." or "No, it isn't". The team with the most cards wins.

4. The Grand Old Duke. To practice up and down.

The Grand Old Duke of York,
He had 10,000 men;
He marched them up a very high hill
And he marched them down again.
And when he was up, he was up.
And when he was down, he was down.
But when he was only half way up,
He was neither up nor down.

5. Apple Tree.
Materials: make a large tree from green poster board with small hooks for apples or with holes for paper clips. Cut out about 20 red apples and paste pictures of vocabulary, two black X's, and two smiles.

Divide the children into two teams. Each child may pick an apple and identify it. If he is correct, he may keep the apple; otherwise, it is returned to the tree. A black X signifies a lost turn, a smile, an extra turn. The team with the most apples wins.

6. Magic Box.
Materials: a large, brightly colored box; toys or pictures of vocabulary items.

Place toys or flash cards in the magic box. Children close their eyes, pick an object, and identify. Children may be instructed to look for one item, the winner being the one who finds it and identifies it correctly.

Pronunciation Activities

1. Clap-clap Game.
Seat the children in a circle. The leader will say two words; the children are to clap twice if they are the same, not to clap if they are different. Anyone who claps when the words are different is eliminated.

Leader:	Bat-bat.	(Clap, clap)
	bet-bet	(Clap, clap)
	bet-Beth	(Silence)

2. Sound Chairs.
Materials: a circle of chairs, with one less chair than children.

Play as musical chairs using minimal pairs that are difficult for the children to hear rather than music. Example: pat, pat, pat, pet, pat, path... As soon as the sound changes, the children sit down.

All Purpose Activities

1. Help Herman Talk.
Materials: a face from a plastic milk carton: paste on a nose, eyes, ears, and a hat; cut out the mouth. Insert about 10 to 12 feet of thick woolen cord tied with knots at 2 foot intervals.

Tell the children that they have to help Herman talk by pulling on his tongue (the cord). Pick a child to begin telling a story and as he does so, he pulls the tongue. When the child comes to a knot, he passes the tongue to another child who in turn continues the story.

2. Game Board.
Materials: a game board made by pasting paths of eight steps each leading to a center star; a button for each child.

The board can be used for a structure game by placing cards with action pictures in a pile, along with a card with a smile (for a bonus point) and a frown (for a lost point). For each correct response, the child advances his button one space.

The above game may be played as a guessing game by placing five food cards in a pile. A child takes a card, face down. The next child asks him: "Do you have some food?" If the guess is correct, the child moves his button 3 spaces; if incorrect but correctly asked, he moves 1 space.

3. Clown of Many Colors.
Materials: a large funny face with all possible colors on the front of an old Core English box. Cut out the eyes and the mouth. Several large buttons.

Children may identify the colors on the box, vocabulary cards, structures, etc. If they are correct, they may either "feed" the clown or throw a button, trying to get it in the mouth. A good Friday review activity!

APPENDIX N

BESL Center
Title VII Project
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New Holland, PA 17557
Tel.: (717) 354-4601
Ramón L. Santiago, BESL Library Director

Handout Series
Instructional Tips & Ideas
Reading No. 3
Nine Different Ways to Teach...

NINE DIFFERENT WAYS TO TEACH READING

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Lancaster-Lebanon Intermediate Unit 13
Dr. L. Lloyd Ruoss, Executive Director

NINE DIFFERENT WAYS TO TEACH READING

1. Word Cards
To associate the written word with the spoken word and with its meaning, match the word with an object or action as you present it. Model the word and have the class repeat. (Put the word into a familiar sentence. Don't keep the words isolated.) FLASH the cards as the students read.

2. Read and Look Up!
A paragraph from students' books or handouts is usually used.

   a. Teacher reads sentence by sentence and students repeat.
   b. Starting back at the first sentence the teacher says "Read." The students read the first sentence to themselves. Teacher says "Speak" and students look at the teacher and reproduce the sentence orally.
   c. This process continues sentence by sentence to the end of the selection.
   d. Teacher can stop occassionally to break the routine and work on specific problems that he hears during the activity.
   e. This activity makes the reading process a connection not from book to mouth, but from book to brain and then from brain to mouth.

3. Controlled Reading
Example:
Stephen Foster was born in Pittsburgh in 1826. He learned how to play the flute and several other instruments. When he was 14 he wrote his first song. Later he became a famous songwriter. He died accidentally in 1864. (Tom and Judy Bk. II)

Steps

1. Present vocabulary:

Pittsburgh	flute	instruments
famous	songwriter	accidently

2. Read entire paragraph.
3. Read paragraph sentence by sentence and ask comprehension questions.
4. Class reads sentence by sentence after the teacher.
5. Individuals read sentences.
6. Class reads whole paragraph.
7. Choice of final step:

   a. Have students write the paragraph from memory.
   b. Have students write the paragraph from questions; exchange and correct each others.
   c. Have individuals write sentences on the board.
   d. Give the paragraph as a dictation exercise.

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4. Matching
The students match halves of sentences.

ex.	1. The boys	a.	ate supper last night, didn't she?
	2. Tom will	b.	like to play basketball?
	3. Do you	c.	are working now.
	4. Betty	d.	go home tomorrow.

5. Picture Identification
Distribute sheets of paper containing pictures of objects or situations on the left side and sentences identifying them at the right. Students choose the appropriate sentence.

The ball is beside the box.
The ball is the box.
The box is in the box.

This activity can be reversed, the teacher providing the statement or command and the students drawing a picture.

ex. The man is tall.

Draw a cat in a box.

6. Jumbled sentences/words
Students rearrange letters of a word that has been scrambled or place the words of a sentence in correct order. (Variation: for the sentences, the students write true or false after the sentence.)

ex. Not snakes dangerous all are.
hingels (English)

7. Words that don't belong
Write groups of words on the blackboard (about four in a group). Students choose the one word that does not belong.(can also be done orally)
ex. cat man horse dog

8. Finding small words in big words
ex. wondering
method 1: using only adjacent letters: wonder, ring, in
method 2: rearranging letters in any order: no, do, new, word, none,iron

9. Rhyming
Teacher writes one word on the blackboard and adds more that rhyme with it. He asks the students to read all the words. Rhyming words can also be solicited from the students.

ex.	hide	sick
	side	kick
	ride	rick
	bide	brick
	tide	click

References: Techniques and Procedures in Second Language Teaching, F.R. Dacanay

Reading English as a Second Language, Nick Bartel

APPENDIX O

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Handout Series
Instructional Tips & Ideas
Reading No. 5
Tips on Teaching Reading....

TIPS ON TEACHING READING TO LIMITED ENGLISH SPEAKERS

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TIPS ON TEACHING READING TO LIMITED ENGLISH SPEAKERS

Should we teach English reading to a non-English student the same way we teach it to our native English speakers?

No!...Because...

1. The ESL student is not a baby starting out with limited verbal capabilities and experiences. He's older. He has broad experiences and vocabulary even though in another language.

2. The ESL student has already used his native language for a variety of purposes: to get what he wants, to increase his knowledge and to express himself. He knows a language's usefulness, its limits, and its challenges.

3. The ESL student has already learned one system of language; its grammar, vocabulary, and sounds. The second time around will be easier.

4. English may not be as important to the ESL student as it might seem to us. His first language is his most important language. While he is learning a second language, the ESL student is still using his first language extensively. His family, his friends, and hopefully his school allow him to express himself in his own language.

5. The ESL student has an additional advantage if he can read in his native language. He already knows what reading is all about. He will be able to transfer much of this knowledge to the new language.

KNOW YOUR STUDENT'S READING SKILLS

Is he learning to read or reading to learn?...There's a big difference! If you don't want to waste the child's time, if you don't want to lose his interest, and if you don't want to turn him against reading, then don't make him review learning-to-read skills if he already reads for meaning. Test him for comprehension first. Why not assume he already knows how to read rather than make the opposite assumption and be wrong.

1. READING TO LEARN

   - Does he recognize ideas from printed words and sentences? This is what reading is all about.
   - Does he recognize ideas in English? If not, does he recognize them in his native language? If not, teach him in his native language first. He'll catch on to the idea of reading much faster if he begins in his stronger language. The basic skills of reading transfer rapidly from one language to another.

2. LEARNING TO READ

   - In the beginning reading stages, be sure all of the material is familiar to the child orally.
   - The ESL student is often lost in reading programs which capitalize on what is most familiar to our English speakers, such as the home and family. Since another language is spoken at home, limited English speakers have no need for words such as mother, cup, kitchen, etc. in English.
   - Cultural differences should be explained in advance. The child who comes from a culture in which dogs are not allowed in the home,

will have difficulty comprehending a story about a boy feeding his dog in the kitchen.

- Make sure the child has mastered the sounds represented in the reading selections before he sees the words; otherwise, he'll pronounce them the way he would in his native language.
- Does the child use the words in the reading selection himself and does he understand their meaning? The native speaker has an extensive vocabulary. The English as a Second Language student may arrive with 100 words or 1,000. That's nothing compred with the 15,000 words a native speaking kindergarten child has when he enters school.

HERE ARE SOME OF THE ESPECIALLY WEAK AREAS IN AN ESL STUDENT'S VOCABULARY:

1. Names - Pronunciation and spelling of English names are foreign to him. They're difficult to remember whether he hears them, or sees them on paper.
2. Family and Home - All those language experience books featuring family events don't play the same role for the ESL student. Since he speaks another language at home, he has much less need for the words which are most familiar to English speaking children.
3. Food - At home he'll use words from his own language for mealtime conversation. Even in school there's not much opportunity for talking about food - the noontime tray is handed to him with no choice.
4. Holidays - His holidays are different from ours. He won't be celebrating our holidays for a while. In addition, holiday vocabulary is specialized and used only once a year.

DON'TS

1. Don't teach individual words out of context or use flashcards -- prepositions, adverbs, or any other single words. The native speaker relates these to a meaningful situation but the limited English speaker isn't able to do so.

2. Don't dwell on a phonics approach to reading. Let him practice whole sentences he'll use in everyday life. Phrases he can use with other children will interest him more because he needs them. Start with sentences; then go to individual words for phonic contrasts.

3. Don't isolate sounds from the words.

4. Don't worry about teaching the alphabet; it won't help in teaching reading. The classroom teacher might require it, but not for reading.

5. Don't ask a student to read aloud for purposes of testing comprehension. He'll become a word reader and won't concentrate on meaning. When a child is forced to read aloud, his thoughts are on pronunciation and on what his peers are thinking of his pronunciation. He's too afraid to think about the meaning.

6. Don't place the student in a low ability group. He'll be better stimulated by those who can advance more rapidly and who can help him.

7. Don't introduce the children to words they do not use orally.

8. Don't start him in traditional beginner reading books written for native speakers of the language. The vocabulary and structure is too broad for non-English speakers.

9. Don't rely on word recognition tests (WRAT) for placement in reading levels. Pronunciation problems for non-native English speakers will interfere with results. Correct pronunciation does not necessarily mean comprehension, especially for non-native English speakers.

DO'S

1. Do teach the child to read in his own language before he starts reading in English. Sometimes a six-week start is all that he needs in his native language.

2. Do emphasize letter-sound relationships instead of letter-name relationships.

3. Do encourage peer teaching. Place the child in a class with brighter students who will be able to work with him.

4. Do give the ESL student ample opportunity to read long articles and books instead of just short passages requiring concentrated study. Choose material for enjoyment for the pupil, or better yet, let him choose it.

5. Do start him reading structures and vocabulary he encounters orally. Move him into phrase-and-sentence-reading rapidly. Much later, introduce new words into the reading passages.

6. Do have him read whole phrases and sentences -- not individual words.

7. Do provide more than the usual exposure to native English speech. Listening is important because the child imitates what he hears. Make use of records and story telling daily.

8. Do remember that what determines the difficulty of a passage is not mainly vocabulary but complexity of structures.

9. Do encourage the student to choose reading material similar to what he has need of in his subject area courses.

10. Do make up your own practice items for reading; most commercially-prepared ones are geared to native English speakers who have a different and more extensive vocabulary. As the student progresses, he can move into less structurally-controlled passages.

Carolyn W. Ebel

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APPENDIX P
Handout Series
Instructional Tips and Ideas
Reading No. 4
Read and Look Up

READ AND LOOK UP

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Lancaster-Lebanon Intermediate Unit 13
Dr. L. Lloyd Ruoss, Executive Director

READ AND LOOK UP!

John F. Fanselow
"Literacy Discussions"
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One of the most frequent techniques one sees used in language classes in various parts of the world is oral reading around the room. One often sees a teacher orally reading a sentence while standing in front of from ten to fifty seated language learners. The teacher then calls on one of the students to stand and orally read the sentence the teacher has just read. In many language classes, almost the entire course consists of this method or slight variations of it.

If the language learners are literate in their own language, they will be able to call the words in the new language without necessarily comprehending them. If the language learners are illiterate in their own language they might well simply try to remember the teacher's model reading and may not only not comprehend the sentences but may not even associate the graphic symbols with the sounds. Either way, the value of the technique seems limited. Yet the technique is so frequently practiced and with so little variety that it reminds one of a ritual. One wonders if many language learners see oral reading as just that, a ritual which if carefully observed will make them literate.

The unfortunate fact is that in most cases the students are not really reading orally but simply calling words orally, much as some performers of rituals call words the meaning of which often neither they nor their listeners understand. Sometimes the performers of rituals use a small book or scroll to add drama to their reading, but the lines are said as much from previous hearings as from the result of actually translating the graphic symbols into meaningful sounds and phrases.

All of us who have read aloud in our own lives either in our own language or another with a similar alphabet realize that even if we know the meanings of words it is possible to read aloud without understanding one word. Yet to suggest that oral reading in classes be stopped would be akin to suggesting that various important rituals be stopped. Rather than try to stop oral reading, it seems wiser to make use of the high motivation many language learners and teachers have for oral reading. With minor variations, oral reading can be transferred from the ritual of word calling to an effective device for learning language. It is of course true that there are few occasions when the skill of oral reading is needed even by educated native speakers of a language. But the ability to read orally reflects the mastery of other skills necessary to reading.

The most obvious skill required in oral reading is the skill of associating the graphic symbol with the oral production of words, phrases and sentences. This skill is practiced even in word calling exercises. However, another more critical skill is reflected in oral reading. As Wilga Rivers writes in Teaching Foreign Language Skills:

"In native-language reading fluent readers look ahead to the right word group and relate it to what preceded before reading it aloud. This determines the stress and intonation patterns they will use. It is more difficult to do this with a foreign language text unless the material of which it is composed is very familiar. Students therefore need much practice in reading in "meaningful mouthfuls," never producing orally a new segment until they have identified the word grouping to which it belongs."[1]

In Manual of American English Pronunciation; Clifford Prator refers to "meaningful mouthfuls" as breath groups or thought groups. The word calling so common in oral reading portions of language classes is caused by a lack of understanding of the meaning of the passages according to Prator. The way the pauses are distributed tells the teacher how much or how little the reader has understood.[2]

Prator has this to say:

"To distribute his pauses intelligently, it is first of all necessary that a speaker understand the full meaning of what he is saying. And meaning can never be made clear to the hearer unless one groups his words in a clear-cut fashion. The foreign student's most frequent error with regard to pauses is a failure to organize his sentences into thought groups which can be recognized as such. His pauses are too timid, or bear no relation to meaning."

"Within thought groups, words and syllables are not pronounced as separate units; they flow along smoothly, without jerkiness, and one seems to blend into the next. A person who did not know any English or any language he was hearing would find it hard to tell where one word ended and another began. The blending between the two words of read it is as close that between the two syllables of reading. Within a thought group a speaker does not completely interrupt even for a fraction of a second, the outward flow of his breath. The blending is accomplished by this uninterrupted flow of breath, and by the fact that even while one sound is being formed the speech organs are already moving on to the position in which the next is to be formed."[3]

Prator's comments refer to students studying English, but the comments can be applied to learners of any language.

Though the level of difficulty of the material read as well as the degree of literacy of the reader affect the skill with which any passage is read, with only a slight effort, the usual and common practice of oral reading around the room can meet more than the goal of associating the spoken words with the graphic symbols; oral reading around the room can be used to practice reading in "meaningful mouthfuls. Daniel Jones has called them sense groups;[4] Charles C. Fries has called them, "rhythm units."[5]

In Teaching English in Difficult Circumstances, Michael West made a simple suggestion which has implications for teaching language. He argued that the oral reading around the room so frequently practiced was not helpful. Such work, wrote West, is "quite ineffective," unless, and here is the simple suggestion which has so many implications for teaching language, "it is combined with looking up."[6] Whether West had ever memorized lines for a play using this technique he does not say. But after being introduced to "read and look up", many teachers have commented that they had used the "read and look up" technique to learn lines in plays.

West is very definite about both the uselessness of oral reading around the room and the usefulness of "read and look up."[7] By simply asking students to look up and say orally what they have just read silently, it is possible to increase the goals met in oral reading from one, associating oral production with printed word, to at least ten. One might consider the following as possible goals of read and look up:

1. Prevent calling words without attaching meaning to them
2. Prevent word-by-word reading
3. Develop the ability to read in sense groups
4. Increase students' silent reading efficiency
5. Diagnose and evaluate students' production of sounds
6. Memorize or master sense groups
7. Give students practice in saying sense groups to someone--did he communicate?
8. Reinforce vocabulary and structures practiced
9. Help readers see the correct pronunciation of words
10. Concentrate reader's attention

The possibility of these goals being realized becomes clearer after reading Michael West's brief rationale and description of the technique.

> "Speaking a language is a form of behavior; it is spoken by someone to someone. It is of the greatest importance that the teacher should train his class to obey the rule, "Never speak with your eyes on the book: You are not talking to the book; you are talking to someone." He should be talking either to another pupil or to the teacher, or even to an imaginary person, but not to the book nor to the corner of the room. The pupil should read some words, then look up and speak them to someone, or as to someone."
>
> "This procedure has a double importance. In the first place, when the pupil speaks, he speaks in a realistic manner as communication, or even as behavior. Secondly, he has to carry the words of a whole phrase, or perhaps a whole sentence, in his mind. The connection is not from book to mouth, but from book to brain, and then from brain to mouth. That interval of memory constitutes half the learning process."

West is not alone in advocation eye contact with another person during reading. In discussing the teaching of the matter-of-fact conversational manner, Charles C. Fries echoes West:

> "Step 1. The teacher reads over the passage and dictates pauses (//), also marks of pronunciation where necessary. With beginners who are being taught to look up he may also dictate arrows to be inserted in the book at the points where they should look up. Later, the teacher may simply say, "Read to _____" and mention a particular word at the end of a sense group."
> "Step 2. The teacher reads over the passage sentence by sentence asking many questions on each sentence. The pupils look up and answer using complete sentences. For example: "Ram's father had a nice farm."
>
> Who had a farm?
> What had Ram's father?
> Whose father had a farm?
> What sort of a farm was it? etc.
>
> The purpose of this step is to familiarize the pupils with the passage and to break it up as a series of ideas--not a string of words."

"Step 3. The pupils practice reading. The book should be held high, level with the base of the middle of the ribs and a little to the left-hand side. They read a sentence silently then, turning the book in onto the chest, they say it moving their lips. As usual, it will be necessary to deal with the crescendo effect. i.e., The students will tend to speak louder and louder. It takes some little time to drill pupils to do this. A common fault is to look down at the book again before finishing saying the words held in mind; also to flap the book up and down or nod the head: only eyes should move."

"When first introducing "read and look up" to a class, the teacher will use a drill. He says, "Read!": the pupils read a phrase silently. Then he says, "Speak!" and they look up at him and say the words; and so the lesson goes on, "Read . . . Speak . . . Read . . . Speak." Then some individual pupils are called out to come and read to the class. The teacher occasionally interrupts the pupil, "Who did you say that to?": this is done to insure that each phrase is addressed to ONE pupil, not vaguely to the class as a whole. Some students only flirt; they must read silently and then look up and say the words."

"Step 4. The teacher tests. He calls out the pupils and they read, looking up at him, or at various individuals in the class; that is to say, they first read silently and then turn the book inwards and speak."

"Each group of words is spoken to <u>one</u> person--one boy or girl in the class, not vaguely to the class as a whole: first to one pupil, then to another in another part of the class. When they are practicing they should think of speaking to <u>one</u> person: or they may practice in pairs, speaking to each other. The pupils should be encouraged in their practice to carry in their minds as large a unit as possible. They may be encouraged to paraphrase and certainly not checked but rather applauded if they do not use the exact words of the book, provided that what they say is correct English."

"As the work proceeds the pupils will tend to read larger and larger units, at first only five or six words, later ten words, later a whole line, or two lines or three lines, or even a short paragraph: so that eventually they are getting the substance of the book and saying it in their own words. When a pupil says, "Oh, I forgot! and turns back and explains something which he should have said earlier, the teacher may know that he has at last broken free from print and taken the first step in free mastery of the language. This change comes suddenly and it is a great encouragement."

"This procedure is particularly suitable for plays because the pupils can act the play looking at each other when they speak, even though they have not actually memorized the text."[10]

West refers to boys and girls in his lesson plan. However, the words adults or teams could easily be substituted. West just happened to be addressing teachers of youngsters in school rather than teachers or older students.

For language learners who are already literate in their own language, it might be wise to begin the reading program in their native language. Once they realized how important sense groups were in their own language and how they could master longer and longer groups of words, they could see the value of reading and looking up and saying the word units in the target language. For those who read word by word in their native language, it might be easier for them to see the difference between word calling and saying word units in their native language which they had

a better grasp of than in the target language which in most cases they would not feel very confident in. West's lesson plan has been used successfully in teaching many languages as well as with all age groups.

Often teachers have each student mark the sentences in the same place so that all the students read only one size sense group. Once the mechanics of the procedure have been understood, West's initial lesson plan need not be followed so literally. Each student must be allowed to read at his own rate. The marks will not even be needed by some readers after a while. Without lines in the text some will have read a breath group of three words, some of fifteen between the teacher's oral instructions: read, look up. Some teachers find it easier to give three commands, read silently, look up, say the unit you have just read or speak. But after a while the oral commands can be dropped entirely, especially when students work in pairs. When students work in pairs they tend to automatically read silently and then look up and say what they have just read to their partners.

Though each student needs practice in reading at his own rate either in pairs or in the class, from time to time there are reasons for the teacher to have short class sessions in order to renew and deepen the students' understanding of the rationale or the technique. The following variations of "read and look up" have been used successfully to help students see the rationale for the method. In order to remind the students of the need to increase the number of sense groups in a single oral performance, the teacher can instruct the students to erase half of the lines they marked in their texts after their first reading. During the second reading the students will then be expected to say sense groups that are much longer than the ones they were asked to say during their initial reading.

In addition, the teacher might time the students to see whether the number of words in a sense group read in a set period of time has increased with practice. Comparing the time used to read the same sized sense group in the vernacular and target language might serve to spur students to practice "read and look up" in the target language.

As well as these variations of the technique, some warnings are necessary based on observations of the method as seen used in scores of classes. As the teacher says "Read, Look up, Speak," he often tends to say the words quickly in an effort to push the students to grasp larger and larger units of words in less and less time. What often happens is that the students not only race to grasp the sense group but they race to say the sense group. The sense group, whether said in the vernacular to the target language, should be said at normal speed and with normal stress, rhythm and intonation though it might have been seen and read silently very quickly. If the teacher waits an extra few seconds between saying "look up" and "speak," the students will more likely say the sense group naturally, without racing. We want them to race as they read, but not as they say what they have just read silently.

Some teachers mistake the "read and look up" lesson for a pronunciation lesson. In the middle of a student's rendition of a sense group, teachers often stop and drill the student's pronunciation of individual words. We are back to word calling! The teacher should simply note the pronunciation errors and then in a different part of the lesson he can teach pronunciation. If there are words in the passage which are persistent pronunciation problems, the teacher might simply dictate diacritical marks or non-orthographic letters before the reading begins, as West suggests in Step 1 in his plan. Thus, if the passage were in English and contained the word walked, which the students tended to pronounce in two syllables, a teacher might simply place a t superscript after the k, walked.

In addition to correcting pronunciation of words during the "read and look up" lesson many teachers correct students who do not read the exact words that are printed in the text. If the reader makes spontaneous vocabulary substitutions, the teacher should congratulate the students, as West suggests in Step 4 of his plan. If the reader says "The old warrior was on the beach." for "The ancient warrior was on the shore." he has comprehended the passage. As West suggests, students should be encouraged to make such substitutions. If the students have practice in reading and looking up in their own language as well as in the target language, they will see that when they understand a passage they sometimes make spontaneous vocabulary substitutions.

If the teacher never gives instructions in what constitutes a sense group, the slower students may never develop their ability to sense sense groups. In reading English, many learners divide the preposition and the article from the noun when reading phrases. Thus, in the office is rendered as in the/office. Such a reader needs practice in reading three word phrases. The teacher can list phrases on the blackboard and give the students practice in saying the groups of words together. If the students look at the blackboard while saying the phrases rather than at someone, the teacher should realize that Read and Look Up is not understood by the students. If the students realize the goal of Read and Look Up, one would expect them to read the phrases on the blackboard silently and then look away from the blackboard and say the phrases to someone. Such lack of transfer can sometimes be avoided if the teacher reminds students of the rationale behind the method from time to time.

Discussion of the rationale behind the method and the learner's view of the method are exceedingly important. If the learner has no idea why he is being asked or told to read silently and then look up at someone and tell the person what he has just read silently, the technique will probably assume the same ritualistic nature as traditional oral reading around the room.

Another way to evaluate students' ability to say sense groups is to give the class a passage which has been read in class but to which has been added extraneous words. Let us assume that the sentence The old man was standing on the beach smiling had been practiced by a class. On a subsequent day, the teacher presents the sentence with two extraneous words: The old man was chalk standing on with the beach smiling. If the students are reading in sense groups and not calling words, they will be able to say the sentence without the extraneous words. Some students may do a double take or may be confused by the extra words and say them along with the ones that belong in the sentence. But if they are reading in sense groups, they will say the extraneous words with a look of puzzlement or disbelief. They will sense that something is wrong. Some students will not even realize the words chalk and with have been inserted in the sentence.

Others will not only realize there are extraneous words but might be disturbed by them after having been told so frequently that printed materials contain only correct model sentences. It must be made clear to all students that there is no reason for them to expect extraneous words in any materials they read except those the teacher prepares. It must also be made clear that the goal of inserting extraneous words is not to trick the reader. Rather, the goal is to show the reader that he has progressed from oral reading in which he had just been calling words to a point in which he calls or says units of thought.

Some reading comprehension exercises have been developed in which students are asked to cross out extraneous words in a passage rather than answer comprehension questions on a passage. Both nonsense words such as brilling or blik and words

familiar to the students have been used in such exercises. At any rate, after students once begin to understand that the teacher will insert extraneous words in passages from time to time many will be even more intent on reading in sense groups than before.

Read and Look Up is only one of the many techniques available in teaching language. Pattern drills, pronunciation drills, dialogue drills, dictations are only a few of the great number of other techniques available. A very straightforward description of a variety of techniques for teaching language can be found in F.L. Pillows' The Techniques of Language Teaching, London, Longmans, 1961. Oxford University Press, London, has reprinted Harold Palmer's two classics, The Scientific Study and Teaching of Language in 1968, and The Principles of Language Study in 1964. Though these two latter methods books were originally published more than fifty years ago, they are fascinating because they are very up-to-date. For teaching students at a more advanced level, J.A. Bright and G.P. McGregor have written Teaching English as a Second Language. This book was published by Longmans of London in 1970, and presents a thorough treatment of the techniques necessary for teaching all skills, but is particularly helpful in discussing reading skills and writing. Of course Michael West's Teaching English in Difficult Circumstances, London, Longmans, is an extremely useful book. But it is out of print. One of the reasons this discussion is being made is that since the book is out of print there is no available source for information about West's method.

But all of the techniques in these books take a great deal of time for the teacher to understand and even greater length of time to develop skill in using them. Of all of the techniques available, "Read and Look Up" is one of the easiest to develop skills to use. Also, it is more valuable than many techniques in that unlike other techniques, many of which teach only one segment of a language, "Read and Look Up" at least attempts to teach oral language while improving reading. In addition, since the technique is so closely related to the method of oral reading around the room, neither students nor teachers will have to radically change their expectations. The usual book can still be used a great deal with the technique and all the members of the class will be able to continue doing what they consider is helpful in learning a language, reading orally.

Though there is no proof to support the claim Michael West makes in the concluding statement below, there is every indication that the student who understands and has practice in "Read and Look Up" can, if highly motivated, do more with it both in class and on his own to learn a language than with almost any other technique.

Since this entire discussion was based on Michael West's idea, it seems appropriate to conclude with his statement on "Read and Look Up:"

> "Of all methods of learning a language, Read-and-Look-Up is, in our opinion, the most valuable. It is possible to master a language by this method alone, carrying a book in the pocket. You read a little and then look up and say it as to someone. Gradually you are able to take in larger and larger units, at first only a line, later two or three lines, and you speak them as from those of the book, that is all to the good. In fact, as you become more and more proficient, you paraphrase more and more, until eventually you are gathering the ideas from the book and expressing them in your own language.11"

West is not suggesting that the teacher never teach pattern drills, dialogues, pronunciation lessons, writing lessons, vocabulary lessons or reading skill lessons. However, I think he is suggesting that if a highly motivated individual wants to augment classroom language learning, "Read and Look Up" is one of the easiest and most effective ways to meet such a goal.

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APPENDIX Q

SNAP READING

The project presented herein is being disseminated pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Lancaster-Lebanon Intermediate Unit 13
Dr. L. Lloyd Ruoss, Executive Director

SNAP READING

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The reevaluation process is under way once more. Of late, the roles of reading and listening are being reconsidered in the TESOL setting. A need for a revitalized view of reading has been strongly supported by Muriel Saville-Troike.

> It has been more than a decade since the linguistic and psychological theories on which the audio-lingual method was based were first called into question, and the method itself is now undergoing intensive reassessment. It is my belief that out of this reassessment, which is long overdue, the role of reading will assume a more significant place than it has had in the recent past.[1]

Simon Belasco has long advocated, "Primacy must be given to *listening* and *reading* over the other skills."[2] The results of a recent study conducted by Valerian Postovsky[3] indicate that the role of listening in second-language instruction merits serious reassessment.

In keeping with the current emphasis on reading and listening, snap reading is proposed as a practical teaching technique to aid in the improvement of students' reading and listening skills. This approach is deemed most appropriate during the beginning stages of second-language instruction.

Snap reading requires that the teacher read orally at normal speed, stop, and snap his fingers, which alerts a student to read the next word. The teacher resumes reading, stops, and snaps his fingers again. A different student reads the next word, and so on. Students are to read their individual words with the proper pronunciation and intonation so that the natural flow of the teacher's oral reading is not distorted.

Snap reading is not intended to be used in lieu of existing reading-related teaching strategies such as:

1) The presentation of difficult words or structures before the class begins reading.

2) The practice of having students listen to a passage before seeing it in print.

3) The practice of having students silently read the entire passage.

On the contrary, snap reading is primarily considered a supportive, intermediary step between the teacher's oral reading and the students' oral reading.

Italicized words in the following paragraph will exemplify some of the "snap options" available to the teacher.

> Scientists are *searching* for the oldest *tree* alive because it can *teach* them a great deal about many *matters*. It will tell them about the *climate* during the past thousands of *years*. The *amount* of *rainfall* each year is told by the size of each *ring*. Also, by matching *rings* in an old tree with those in trees cut and used by *Indians* who once lived nearby, it is possible to learn how long ago *Indians* lived in various areas.[4]

Since many beginning students inappropriately place a heavy stress on function words, it is suggested that such words be read by the teacher.

Question: What procedure should be followed if a student misreads a word or loses his place while following the teacher's oral reading?

In either case, the teacher supplies the word and continues with the snap-reading activity; by so doing, the natural English rhythm is not distorted. During the introductory phase of snap reading, it is sound practice to have two students share the same text. If either student loses his place, immediate peer succor is available. Short reading passages also make it easier for students to keep pace with the teacher's reading.

Question: Wouldn't the time needed for the teacher to snap his fingers interrupt natural English rhythm?

Actually, better student comprehension is possible through the judicious use of pauses. Theodore Mueller elaborates on this point.

> Short pauses between word-groups give the listener time to interpret the segment and relate it to what has preceded.... It has been shown that when the pause is lengthened, the sounds can be speeded up and understanding will take place. A long pause is an essential aid until the learner has acquired the habit of detecting signals which tell him that now is the time to interpret the segment he heard.[5]

Question: Wouldn't the time needed to call upon a student interfere with the flow of the oral reading?

The slowness of many teachers in calling on students for responses wastes precious minutes of instruction time. James Grew facetiously labels this phenomenon as "mental eenie-meenie-minie-moe."[6] Calling on students should not pose a major difficulty if the teacher proceeds in a specific order, e.g., aisle one, aisle two, etc. Following this procedure averts needless interruptions.

The flexibility of snap reading enhances its utility. This technique can be used equally well with a sentence, paragraph, or lengthy passage. The teacher also enjoys the flexibility of choosing which word an individual student will read. A successful encounter with a less difficult word by a frustrated student might just be sufficient to rekindle his spark of enthusiasm.

An added advantage of snap reading is simply that it's fun; an attribute which is sorely lacking in too many teaching practices.

During the snap-reading activity, the teacher has the opportunity to evaluate student performance. Appropriate intonational features are readily checked. For example, suppose a student is to read the last word in the following sentence: "Is this the bus to Temple University?" If *University* was read with a fade-fall intonation instead of a fade-rise intonation, then the need for further practice on yes/no questions would be indicated.

A cloze-like procedure can be presented as a follow-up activity to snap reading. Each student is given a mimeographed copy of the previously presented reading passage, except that various words have been deleted. (Blank spaces should be equal in length.) The missing words appear at the bottom of the paper in scrambled order. Students are to fill in the blanks appropriately. Upon completion of this written exercise, students are encouraged to consult the original reading passage to check their answers for errors.

At first this procedure might seem nothing more than a memory test because of the students' prior familiarity with the passage; yet, students must still rely upon syntactic and/or semantic clues to complete the exercise properly. Using contextual clues for a specific purpose: "Which word is needed to complete the sentence correctly?" helps students develop a more focused syntactic and semantic awareness. Such awareness is crucial for word and sentence expectancy, the latter being a current concern in the field of reading.

> TESOL specialists are devising techniques that specifically train second-language students to form expectations about the forthcoming sentences on the basis of specifically identified linguistic clues.[7]

The advantages of snap reading may be summed up in the following points:

1) Snap reading provides students practice in listening and reading skills.

2) Snap reading can be easily integrated into the repertoire of existing reading-related teaching practices.

3) Snap reading can be an enjoyable activity.

4) Snap reading permits flexibility; it can be used with a sentence, paragraph, or lengthy reading passage.

5) Snap reading offers an opportunity for evaluation of students' oral performance.

6) Snap reading provides a context in which the possibilities for student errors are minimized. This helps undermine students' frustration frequently felt in the early stages of second-language learning.

7) Snap reading is straightforward, needing little explanation or sophisticated realia.

When properly utilized and appropriately incorporated into the TESOL curriculum, snap reading constitutes an effective approach for teaching reading and listening skills during the beginning phases of second-language instruction.

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APPENDIX R

USING THE CLOZE PROCEDURE TO TEACH READING

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Lancaster-Lebanon Intermediate Unit 13
Dr. L. Lloyd Ruoss, Executive Director

How to Make a Cloze Test

1. Select a self-contained passage of approximately 150 to 200 words taken from one of the books or materials you wish to use with your students.
2. Go through the passage and systematically delete every 7th word leaving the first and last sentences intact. Try to make exactly 25 blanks as this makes scoring much easier. Important! - Do not choose the items to be deleted: use every seventh word until you reach 25 blanks.
3. Type up a ditto making a blank for every deleted word. A blank of ten typewriter spaces is a good size. This is the test.

How to Administer a Cloze Test

1. Be sure to give clear instructions to the students. They are to fill in one word in each of the blanks. There is no one "proper word" or "correct word" that fits in each blank. Several alternatives may be perfectly satisfactory as long as they make sense. The important thing to remember is that for each blank there is room for only one word.
2. It is sometimes wise to do a few easy sample sentences on the blackboard before students actually take the test. This gives the teacher a chance to clear up any confusions that might arise.
3. Give the test and allow as much time as is needed (within practical limits) for all students to complete it. Don't rush them.

How to Score the Test

1. Go through the tests and count up the number of words that are right. Words are correct if they are either the exact word or any other word that is acceptable in the context.
2. Now calculate the percent of correct answers. If you have 25 blanks you can do this quite easily by merely multiplying the number correct by 4.
3. Compare your percentages against this table to see if the book is appropriate.

Percent of Correct Answers	Comprehension Level	Appropriate for your Class?
above 53%	independent	Yes, it will make easy reading. It's especially appropriate for enjoyment, homework or independent activities.
between 44%-52%	instructional	Yes, it will make challenging reading for work within class.
below 44%	frustration	No, it is too difficult. It will probably discourage both you and your students.

USING THE CLOZE PROCEDURE TO TEACH READING

Ted Plaister, University of Hawaii

1. Introduce the idea of cloze by giving very short sentences with one missing word. Example: "The small _____ ran barking down the street chasing the cat."

2. Introduce short paragraphs with one or two words deleted as the next step. Purpose: Show the students that they can guess (= do know, often) what a deleted word is. Discuss the use of grammatical and lexical constraints to make decisions. i.e., this word must be a verb, noun, etc., because of the linguistic environment.

3. Then select passages appropriate to level, interest, age, etc., and apply the cloze procedure. The procedure recommended is a modified cloze, to wit: Give the first sentence in its entirety as a lead into the passage. Then begin the deletion of every fifth (some prefer sixth) word. For every word deleted which begins with a consonant, supply the initial consonant and leave a blank dash for every letter of the word. Example: help would be h _ _ _. For every word deleted which begins with a vowel, show only a dash for each letter of the word, thus all is _ _ _. Number each of the deletions for ready reference, placing the number under the word - _ _ _ _ _. Alternative way is to number each line of the passage.

4. Two main teaching approaches are suggested: 1. The teacher leads the class discussion, calling upon individual students or the class as a whole. Encourage educated guessing. Point out to the students (i.e., bring it to their immediate attention by careful questioning) that they "know" what information goes into a given omission even though they can't recall or don't know the actual item. In other words, a blank may represent a kind of metal. It is important that the students recognize this. The fact that it is a kind of metal may be more important than knowing the exact name of the particular metal. Quite often the syntax of the sentence forces certain choices. Remind students that they have been studying English for many years (if, indeed, they have) and urge them to apply what they already know about the language. (This, of course, would not work for beginners.) 2. Break the class up into groups of appropriate size. If desired, appoint a group leader. Then, move among the groups answering questions, making suggestions, etc. You will probably find that the same problems recur in each group. This approach is especially good with large classes.

5. Once a passage has been gone through using the cloze procedure, call for any further questions on meaning-either on individual words or on the passage as a whole. Once you are satisfied that all understand well, work for speed. Pass out original copies of the passage (i.e., without any deletions) and have the students read against time. By now the material should be very familiar to the students and they can work on picking up speed.

6. Test by either using the cloze procedure (delete every fifth word using a standard-sized blank; the deletions might be "new" ones in this case) or a more convenient type of testing.

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TEACHING WRITING

1. An important purpose of writing is to reinforce what has been done in class. Hence much of the writing ought to involve the same kinds of sentences that the students have previously practiced orally.

2. Little is gained by permitting the student to write freely (and wrongly) at length, piling up errors which will be time-consuming to correct and discouraging to the student when he gets back his paper, full of red marks.

3. To avoid having students get into every kind of difficulty possible within the English language, the best plan is to assign composition topics so limited in scope that there will be little opportunity for error. For example, if the students have progressed only as far as the habitual present tense form, a topic like "Ten Things Which I Do Every Day" is better than a topic like "My Experiences in New York" or "Childhood Memories".

4. In the earliest stages of language learning, there is value in simple copying of useful and not-too-lengthly material. Students should be held to absolute accuracy in such copying.

5. Little by little, the rigidity of assignments may be relaxed. For instance, a next step might be material in which a few blanks are to be filled, the rest of the work still involving copying. Or simple substitutions may be made. For instance a passage like this: Tom attends our English class every Wednesday. He arrives early. He listens to the teacher. He pronounces the new words. He goes home after the class. (Instructions: Put I in place of Tom and change the verb forms to go with I, in order to tell what you do every Wednesday).

6. A next step might be to write answers to simple questions entailing the use of sentence-patterns previously practiced in class. The most fool-proof questions are those which themselves suggest their own answers. Questions with or are of this type. (Ex. Do people eat breakfast in the evening or do they eat breakfast in the morning?)

7. A more advanced step is one in which students describe a picture which has been carefully chosen (one which would not lead students to attempt language patterns not yet taught). It is especially wise to guide the students' descriptions by means of questions based on those aspects the teacher knows the class is able to describe with relative ease.

8. Next, brief essays are often written on extremely limited topics. Letter-writing is also an important writing activity, with enphasis on matters of form for salutation, address, etc.

9. Most teachers find that some of the student's writing should be done in class, where the teacher can look over the writers shoulder and "catch" trouble before it has developed into a major problem. This is also the time when explanations are apt to mean most to the student.

10. In correcting compositions, many teachers find it worthwhile to use red pencil only for the serious and "unforgivable" errors -- on work which the students can reasonably be expected to have mastered -- using another color (black or blue) for mistakes which occur because the class hasn't come to that point in the syllabus yet, or for matters of style. Students than can focus on the "red" marks, for mastery.

BEGINNING ENGLISH SECOND LANGUAGE
COMMUNICATION SKILLS

LISTENING/SPEAKING

1. ____ To say the days of the week and the months of the year.
2. ____ To ask for and understand simple directions from one point to another.
3. ____ To tell the time on the hour, at 15 minute intervals, hour plus/minus minutes.
4. ____ To ask for help in case of emergency.
5. ____ To say the letters of the alphabet.
6. ____ To begin to approximate sounds not found in their native language, but existing in English.
7. ____ To identify the numbers from zero to a hundred.
8. ____ To ask and answer simple questions about class, family, friends, etc.
9. ____ To identify objects around the school, classroom, home, etc.
10. ____ To go to the super market and shop alone.
11. ____ To make change.
12. ____ To introduce friends to each other.
13. ____ To accept and offer sympathy, greeting, and congratulations.
14. ____ To listen to and mimick spoken English as said by others.
15. ____ To make appointments, change appointments, arrange for a change, telephonically or in person.
16. ____ To ask for definition, direction, and/or information by telephone or person to person.
17. ____ To talk about their occupation, employer, firm, etc.
18. ____ To converse with fellow classmates in English.
19. ____ To talk informally with friends about 1. health, 2. sickness, 3. weather 4. family and relatives.
20. ____ To begin to approximate English phrasing, intonation, and rhythm.
21. ____ To name basic colors.
22. ____ To state one's name intelligibly when requested.
23. ____ To state one's address intelligibly when requested.
24. ____ To use the correct letters of the alphabet in orally spelling names, addresses, and common terms.
25. ____ To use the correct numerical sequences for addresses, phone numbers, etc.
26. ____ To name basic produce and grocery items.
27. ____ To identify American coins and their values.
28. ____ To indicate listening comprehension by completing tasks appropriately.
29. ____ To identify basic occupations (i.e. doctor, teacher, etc.)
30. ____ To distinguish minimal pairs.
31. ____ To demonstrate satisfactory use of the telephone in informal situations.
32. ____ To request the appropriate stamps needed for mailing a letter.

These objectives are intended as a guide for the various levels. Instruction should not be limited to these areas.

READING

1. ____ To read and explain different traffic signs and signals and be able to act accordingly.
____ To read and identify words pertaining to addresses (street, lane, alley, dead-end

READING (Beginning)

3. ____ To read and understand simple health terms (medicine, prescription, doctor, nurse).
4. ____ To use correct intonational patterns when reading orally.
5. ____ To interpret time using both a clockface and digital display.
6. ____ To read the alphabet in sequential order.
7. ____ To read the day and date correctly (such as Monday, August 23, 1975).
8. ____ To read simple experience stories about class, family, work.
9. ____ To read the labels on canned goods.
10. ____ To use and understand the simple elementary dictionary to locate information.
11. ____ To understand simple abbreviations.
12. ____ To sound out new words correctly.
13. ____ To read vocabulary and structures which have been drilled orally.

WRITING

1. ____ To write his name, address, telephone number, zip code, etc.
2. ____ To fill out a simple application form correctly.
3. ____ To write the letters of the alphabet in manuscript capitals.
4. ____ To write the letters of the alphabet in manuscript small letters.
5. ____ To write the letters of the alphabet in cursive capitals.
6. ____ To write the letters of the alphabet in cursive small letters.
7. ____ To write time correctly.
8. ____ To write numbers in dollars and cents.
9. ____ To write numerals from one to one hundred.
10. ____ To write the days of the week and the months of the year correctly.
11. ____ To spell simple one-syllable words.
12. ____ To start all sentences with a capital letter.
13. ____ To put the proper punctuation mark at the end of a sentence.
14. ____ To write a personal check.
15. ____ To write brief letters.
16. ____ To properly address an envelope for mailing.

INTERMEDIATE ENGLISH SECOND LANGUAGE
COMMUNICATION SKILLS

LISTENING/SPEAKING

1. ____ To understand and ask questions beginning with *Can, May, What, Why, When, Where,* etc.
2. ____ To reply appropriately to such questions.
3. ____ To discuss in class, new items appearing in the local newspaper, radio or TV.
4. ____ To repeat and follow directions given orally.
5. ____ To describe relative relationships, such as *aunt, uncle, mother-in-law, brother.*
6. ____ To discuss money problems with the family.
7. ____ To assist in a class meeting.
8. ____ To give a short oral report in front of the class.
9. ____ To demonstrate and explain simple tasks such as operating a machine, changing a tire, preparing a recipe, etc.
10. ____ To read large numbers orally.
11. ____ To discuss a recent movie.
12. ____ To discuss the various kinds of measurements, such as linear, time, weights, etc.
13. ____ To distinguish between written and spoken English, learning and practicing blending of words together when speaking.
14. ____ To speak in English as often as possible, regardless of errors.
15. ____ To understand and use common English idioms such as *I'm broke, take off.*
16. ____ To use proper subject-verb agreement.
17. ____ To use the proper form of the past tense.
18. ____ To more closely approximate the pronunciation of sounds not found in the native language.
19. ____ To use correct English intonation and rhythm.
20. ____ To explain the various payroll deduction on paychecks.
21. ____ To utilize all of the services available at the U.S. Post Office.
22. ____ To respond correctly to questions asked on the driver's examination.
23. ____ To demonstrate a basic understanding of the traffic laws.

READING

1. ____ To read in thought groups, stopping when necessary and following punctuation marks.
2. ____ To use the various sections of the newspaper to find information quickly.
3. ____ To pronounce new words by using syllabication.
4. ____ To read and understand advertisements, signs, labels, directories, catalogs.
5. ____ To read and understand maps - city maps, world maps, community maps, etc.
6. ____ To read and comprehend bus, train, and airplane schedules.
7. ____ To use the public library facilities.
8. ____ To read advertisements and compare prices, market wisely, and compare weights.
9. ____ To read and follow directions on recipes and produce acceptable end products.
10. ____ To read and explain common financial transactions such as: 1. bank statements 2. utility bills 3. insurance 4. rent 5. credit cards 6. loans.
11. ____ To demonstrate a basic comprehension of a lease or mortgage.
12. ____ To read and demonstrate comprehension of materials dealing with 1. U.S. customs 2. history 3. preparation for citizenship

READING (Intermediate)

13. _____ To use and understand the dictionary to locate information, correct spelling, and obtain meaning.
14. _____ To read and comprehend directions on box mixes.
15. _____ To read and fill out any application form.

WRITING

1. _____ To write simple descriptive paragraphs.
2. _____ To change a paragraph written in present tense to past tense.
3. _____ To understand what a paragraph is and write short compositions using at least two paragraphs.
4. _____ To write special and business letters.
5. _____ To recognize misspelled words and know how to correct them.
6. _____ To write a short autobiography using guide questions.
7. _____ To use the following punctuation marks correctly: comma, period, question mark, colon, semicolon, quotation marks, exclamation point, etc.
8. _____ To use capitals correctly at the beginning of sentences and for all proper nouns.
9. _____ To use antonyms, synonyms and homonyms.
10. _____ To use both short and long sentences in writing.

ADVANCED ENGLISH SECOND LANGUAGE
COMMUNICATION SKILLS

LISTENING/SPEAKING

1. ____ To use American idiomatic expressions with ease.
2. ____ To identify and produce difficult blends (*str, shr, fr, tr, spr,* etc.)
3. ____ To produce correct English sentence structures.
4. ____ To demonstrate accurate listening by completion of questions, cloze exercises, etc.
5. ____ To select the right word when conversing so that there will be no misunderstanding
6. ____ To question appropriately to discover proper behavior in new social situations.
7. ____ To exhibit satisfactory pronunciation, intonation, and stress.
8. ____ To participate in class role playing.
9. ____ To use courteous, exact and concise language when speaking, interrupting and/or criticizing.
10. ____ To answer most questions accurately with ease.
11. ____ To speak extemporaneously.

READING

1. ____ To use the dictionary to verify pronunciation.
2. ____ To use general reference texts with skill in locating information (encyclopedia, gazetteer, atlas, biographical text, etc.)
3. ____ To recognize misspelled words.
4. ____ To read aloud numbers running into millions, hundred thousands, etc.
5. ____ To demonstrate comprehension of all the different types of reading materials such as store signs, traffic signs, recipes, books, magazines, newspapers, maps, globes, directions, labels, etc.
6. ____ To identify the different parts of a book.
7. ____ To read comics, cartoons, cartoon captions, map legends, footnotes, bibliographies indexes, glossaries, and tables of contents.
8. ____ To skim, scan, read aloud, read silently, and read for critical purposes.
9. ____ To improve comprehension by using contextual clues.
10. ____ To interpret and understand graphs.
11. ____ To read in English for enjoyment.
12. ____ To read for purposes other than enjoyment alone: information, fact, statistics.
13. ____ To place events in chronological order, alphabetical order and numerical order.
14. ____ To read literature to understand the content.
15. ____ To vary reading material, fiction, how to...books, travelogues, mysteries, biographies, etc.

WRITING

1. ____ To take notes using correct outline form.
2. ____ To write legibly and rapidly in both printing and cursive.
3. ____ To write for many different purposes: informal, formal correspondence, class composition, research, etc.
4. ____ To use all punctuation marks correctly.
5. ____ To write creatively and imaginatively.
6. ____ To use prefixes, suffixes and abbreviations.
7. ____ To make graphs, charts.

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Session Number/Name _____

Evaluation Form
for
NATIONAL ADULT EDUCATION CONFERENCE CONCURRENT SESSION

I. Reaction to the Session

Quality (Check all appropriate responses.)

The content presented was:

		YES	NO
1.	both practical and theoretical	1.___	___
2.	on target and relevant to my needs	2.___	___
3.	well organized and structured	3.___	___
4.	too complex	4.___	___
5.	poorly organized	5.___	___

Structure of the Session

		ADEQUATE	INADEQUATE
6.	Time allocated for formal presentation was	6.___	___
7.	Time allocated for participation in workshop activities by participant was	7.___	___
8.	Time for interaction and sharing among participants was	8.___	___

Sessions Outcomes

		YES	NO
9.	I have gained new skills and techniques that I expect to use	9.___	___
10.	I benefitted from interaction with the presenters and participants.	10.___	___
11.	I feel the activities were a waste of my time.	11.___	___

II.General Comments

12. Values of the session were :

13. Concerns I have about the ABE concepts as presented in this session are:

14. Suggestions for modifications and changes to be made in any future sessions are:

15. How did the workshop compare with your past ABE in-service experience?

JC/smm